

**SEAP Meeting**  
**J.R. Williams Building - Boise**  
**September 21, 2010**

**Minutes**

<b>Panel</b>	All Panel Meeting	<b>Date</b>	September 21, 2010
<b>Chair</b>	Jodi Schilling	<b>Recorder</b>	Kim Reader

Voting Members – (present at meeting X, absent at meeting left blank)							
	Bruce Christopherson	X	Casey Moyer		Glenda Rohrbach	X	Dennis Toney
X	Tom Falash	X	Sarah Noble	X	Jodi Schilling		
X	Amanda Holloway	X	Judy Randleman		Karen Seay		

Non-Voting Members – (present at meeting X, absent at meeting left blank) Guests – (presenter at meeting P)							
X	Jacque Hyatt	X	Matt Hyde	X	Kim Reader		
P	Melanie Reese	X	Marybeth Flachbart				

<b>Subject</b>	<b>Discussion</b>	<b>Follow-up</b>
Welcome – <b>Jodi Schilling</b>	<p>Jodi welcomes everyone to the meeting and introduces new members;</p> <p>Matt Hyde explains his role at the SDE and his expectations of SEAP.</p> <p>Dennis Toney says transition to higher education is priority for him.</p> <p>Sarah Noble, parent of Down's syndrome daughter.</p> <p>Jodi Schilling, parent of children with disabilities; autism &amp; social &amp; emotional disabilities &amp; general ed teacher, explains her expectations of the committee.</p> <p>Casey Moyer is involved in children's mental health programs, is also curious about directions SEAP will take.</p> <p>Tom Falash is from Adult Corrections, has 2 boys with special needs, and wants to learn more about the system.</p> <p>Amanda Holloway has 2 children with special needs, Council on Developmental Disabilities, and wants to learn how she can help SEAP.</p> <p>Judy Randleman wants to see how resources will be stretched to meet the needs of special ed kids</p> <p>As a parent/grandparent of a special needs child, Marybeth Flachbart explains SASI; Title 1, Spec Ed, Migrant, Early Childhood are all under our hood. SDE values SEAP and she is happy to see everyone. Wants more connection between special ed and general ed. She wants to make sure that special ed student's needs are being met. She explains her background in education, with dyslexia being a specialty.</p>	

Subject	Discussion	Follow-up
	Her youngest child has struggled with mental health issues. Marybeth explains some of the challenges of having a child with disabilities.	
Minutes from April, 2010	Approved	
Chair Report – <b>Jodi Schilling</b>	<p>Very productive meeting in June – Joan MacMillan helped put together goal connections. She went to DC for OSEP. It was an amazing experience for her; it was both inspiring and patriotic feeling. Some key ideas she came away with were:</p> <ol style="list-style-type: none"> <li>1.) The idea of presumed confidence of the kids being by creative</li> <li>2.) Up and coming programs that will be beneficial are in place for mental health, but they still have a disconnect with general ed</li> <li>3.) The idea that they can connect a universal design for learning to incorporate different learning styles into each child's curriculum</li> </ol> <p>Jodi feels that this is a comprehensive and helpful focus.</p>	
SDE Initiatives and Vision – <b>Marybeth Flachbart</b>	<p>Matt explains what Marybeth will talk about; how initiatives are benefitting and affecting students in classrooms, updates, busy summer starting with primary stakeholders, reorganizing and shuffling with the 17% budget decrease, short on people, the structure of special education, reorganizing the offices.</p> <p>Marybeth: When administrators go back to school after a nice break, there is some confusion about who is boss. What is our mission, vision, and focus? Special education is actually the only Federal civil right; Title One is second. Many compliance issues surface because there is not much accountability about being effective educators. We had outside consultants and inside staff grade the districts; the consensus was that we are good on compliance, but not so good on customer service. There is not enough time or staff to dedicate to the field of special education. We need well run programs, more teachers. Marybeth explains graph; it shows that we do not change programs unless it will have an impact in the classroom. It shows that the teacher is more influential than anything else is; learning is all about teacher/student relationship effectiveness. Good instruction is good instruction, that's all there is to it. We need to bring it to every classroom and every student. We need the support of other colleagues, and their collective wisdom, the support of good administrators. If we have good teachers, but a weak system, we will lose the teachers and the weak system wins</p>	Marybeth wants to ask consultants to help us, see where we need help to prepare. What are priorities?

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	<p>every time. Three years is the turnover rate for administrative principals – for teachers, the turnover rate is seven years.</p> <p>We started a superintendent network, it is voluntary, but has a huge impact on the instructional core. The idea is to talk about missions, problems, visions, and resources. Marybeth explains that in the master contracts of teachers, their needs are not covered. Four percent of the overall budget is in federal funding, so we need to make an impact on the Legislature of the importance of those needs. Superintendent Luna and Lucy Willits did a good job last year. The Legislature has influence, so we need trustees that have a better understanding of what we need. Don't know how to hire a superintendent? Problem solve? Finance? Theory of what education should look like? Competency? Needs? Community outreach...how do we reach the community? Our focus should be all about priorities. A vast majority of students go to public schools; our emphasis should be at the district level, high educational content, and curriculum. I would like to see SEAP make connections on other things so that we can leverage our resources.</p> <p>Idaho Building Capacity assigned people at the District level to special education; Bonnie Gallant, Kathy Buswell, Elaine Keough. They are looking at trends of dispute complaints...If there is more than one complaint in a particular District, a Capacity Builder will go in at the District level. If there is over-reporting, for instance, of Hispanic special ed students, something is wrong at the District level.</p> <p>She will be talking to Lester about funding maybe being set aside as a 'catastrophic fund' for special things that may come up. We want improved outcomes for all students.</p> <p>There are alot of students in alternate educational settings. We want to see those students be successful, even as adults. Of post-secondary students, only about 17 % finish college. Are we helping students prepare for post secondary education? We need scaffolding built to help these students be successful and self motivated. An average high school student does less than one hour of homework per week. How do we make sure they are ready for post secondary education? There has been an increase in homeless students, 400% in the last year, no telling how many are living</p>	

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	<p>elsewhere, for instance, with relatives. How can we be advocates for these students?</p> <p>We have some new people at the SDE; Melanie Reese, Shannon Dunstan, Becky Martin, and John Carter. Marybeth explains the roles of increased staff statewide. Carol Carnahan and Gina Hopper are here to help standardize the information across the state. The emphasis is on clarity of information, there will be a newsletter going out to all the directors. Any input is welcome. SEAP can have access to this newsletter if they want to.</p> <p>Matt comments that he appreciates the Capacity Builders, they are a unique group of people, about 50 count across the state. He thinks they will be significant in improving communication by looking at education as a whole, not in sections. His time is split 50/50 between Title One and Special Education. His training is incorporated between language and RTI.</p> <p>Judy communicated that she had attended the Title I Committee of Practitioners with Matt Hyde.</p> <p>Any questions for Marybeth?</p> <p>Jodi asks about losing teachers because of no support. Systemically, the principals should come into their classroom...it really helps to have the backup and see the effort.</p> <p>Marybeth watched Caldwell...three years ago, no schools were making adequate progress, and now nine out of ten do. Superintendent recruitment and retaining the best teachers makes a difference. She followed one ELL student for one day and saw how much instructional time was wasted, then followed a special ed student at a different school, so she could understand the boredom of the students. Idaho <i>does</i> care, the SDE tries to make connections and build relationships with students to understand them, observe classroom service delivery, ask what they would like the department to do to help. The Capacity Builders tease Marybeth about the positive 'pressure' that she relentlessly applies.</p> <p>Sarah is excited about collaborated communication, working as a whole group, instead of separate groups, get on the same page.</p>	

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	<p>Marybeth doesn't see special ed as separate, but families <i>do</i> feel disconnected. It is hard to get people to collaborate, but it is needed. Ask cheerfully, then apply pressure, because it is important to communicate and collaborate. It gets frustrating for parents; they just want someone to listen. She points out that, Sarah, as a parent might feel like no one cares about her 'one' child. Getting a pep talk from a counselor, telling her that she is a good parent and her child is very important, would help.</p> <p>Matt says there is some hesitancy from some people. Effort is being made and movement towards that goal is progressing. There are materials at the back table to look at on break. Schools that had been skeptical are appreciative of our efforts.</p> <p>Marybeth explains focus visits. The Districts hesitate but she tells them there is no choice. There are too many disputes, too many parents calling. It is very challenging; schools don't really want to do it....they come up with all kinds of excuses. We interview about 60% of the staff. There are focus groups with students above the fourth grade, parents, instructional and non-instructional staff, superintendents, janitors ("they <i>really</i> know what's going on").</p> <p>18 of sped staff went to Teton School District, 40 went to Mountain Home District. The problems overwhelm them; one school had eight different administrators in nine years. Something's wrong. Is it the protocols for hiring? I see six or so things that stick out. We help them focus and identify problems, give them a few weeks, then call back to see their plan. Where do they start? Students ask interesting questions. Marybeth invites SEAP members to help choose who to interview.</p> <p>Matt thinks that it is up to the schools to decide.</p> <p>Sarah thinks there should be one-on-one interviews.</p> <p>Matt – there is no list of questions for the focus group, some folks just wanted to ask about lunch, the questions should be more like; "what does your teacher do that lets you believe you can learn?" He would like to see these types of questions instead of general questions like "do you like school?"</p> <p>Sarah was skeptical about the choice of schools.</p> <p>Marybeth says they watch for discrepancies of representation. How open are the schools? The focus groups can tell if the schools are ready to let them talk to anybody.</p> <p>In a perfect world, we could choose random students but we usually can eventually get to the truth. Students will usually</p>	

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	let it out about any favoritism perceived, such as if certain students are picked on or having to be corrected a lot.	
<b>Break</b>		
Dispute Resolution Report – <b>Melanie Reese</b>	<p>Matt introduces Melanie. They laugh about acronyms...learning them, since they are both new. There are quite a few.</p> <p>Melanie explains her role and talks about missing Paul. He will be around though so we will see him.</p> <p>What is the mission we are trying to accomplish, what are our values? She explains her thought process on what SDE does. She talks about values, what she believes.</p> <p>Conflict is good; it provides opportunities to look at programs more fully. Conflict gives us a chance to be active, to see if we have good processes; that we provide the perception of fairness, neutrality, and honesty. We have to show no bias to be effective. Melanie wants to know if there is any feeling of not being this way.</p> <p>She believes that fostering ownership over decisions is important. Good outcome is what we strive for...what is in the best interest of the child.</p> <p>Melanie introduces Cassandra (her administrative assistant) and tells of the many hats that they wear. They are a sounding board, a listener and through phone calls, they get the story. They are '<i>validators</i>' -people have valid concerns and feelings. Whether or not we agree, they need to feel that we hear them.</p> <p>Thinking of the detective, Colombo, we think of him asking 'dumb' questions, but what he does, is validate the talker. The third party has to use their skills to remain neutral. They can ask obvious questions, and make observations to get to the point of the conflict.</p> <p>We are '<i>coaches</i>' – sometimes people don't want intervention, we can give them conversations to take back to the school to open the door of communication. We can provide the language they may need, some questions to ask, which direction to go.</p> <p>All of the questions we get are not reflected in our numbers, we receive 10 -15 calls a week. We are a '<i>customer service</i>', a '<i>resource expander</i>' – not sure yet what all this entails but she has an amazing team that helps her.</p> <p>She is a '<i>traffic cop</i>' – she brings people closer together or slows them down. She deflects crashes in communication.</p> <p>She is a '<i>reality tester</i>' – she talks about the consequences of actions. Let's see if that is the only option for resolution of the problem.</p>	

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	<p>She talks about “PLOP” (Present Level of Performance) and IDEA (Individuals with Disabilities Education Act) which gives us boundaries within which to work.</p> <p>There are three processes of federal law if there is a dispute:</p> <ul style="list-style-type: none"> <li>• Mediation</li> <li>• Complaint process</li> <li>• Due process hearing</li> </ul> <p>Facilitation is a major part of Melanie’s caseload but those numbers are not reported to the Feds.</p> <p>Marybeth adds that our mission is <i>effectiveness</i>, but we are tested on <i>compliance</i>.</p> <p>Here are some examples of the caseload:</p> <p>*April to June - three hearings - all dismissed - not sent to federal court</p> <p>*July to September – three cases filed- they are in process – one is in resolution now, they are going to hearing</p> <p>*April to June - four compliance issues filed</p> <p>*No complaints filed yet this fall. One case was opened - the parents are not ready to mediate with the District , but they didn’t want to close case</p> <p>Lakeland – one request – denied - both parties need to agree</p> <p>Wendell &amp; Oneida – each one – withdrawn</p> <p>*Facilitation cases - 27 since April</p> <p>two denied, one by school, one by parent, two withdrawn</p> <p>Jodi shares her experience in mediation – she says it was a positive experience for them. They felt like they were heard. There was a low escalation of conflict and tension compared to their prior experience with school.</p> <p>Casey asks about why certain districts have higher numbers than others. Are they being over-represented?</p> <p>Melanie admits that sometimes the numbers are padded. The districts have too much time on their hands. We have to look for patterns so we look at the system first. We will send Capacity Builders in to the district if there seems to be a problem. We also talk with superintendents and principals and consider the size of the district.</p> <p>Marybeth explains the role of Capacity Builders. Their role is to <i>coach</i>, not to make any decisions on complaints. She sees an interesting trend. Districts back away from calling in a facilitator, but we are doing quite a few facilitations. We are busy. Her vision is to have good communication. She feels good about the facilitators we have out in the districts that are willing to do this. She wants to</p>	

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	<p>continue this service. We cannot talk to the administrator of the school, so we need a third party.</p> <p>Melanie continues with resolution meetings. She would like to have a facilitator to move along these meetings. We should take a leadership role to provide communication trainings.</p> <p>Sarah adds that 'Title One Nights' are being done in some schools. They make it a Math thing and a meeting thing combined; they try to incorporate dispute resolution into those nights.</p> <p>Matt has received requests for a checklist of what Title One needs....how to meet compliance at a minimum level. Matt feels that we should use the minimum for our foundation, he wants more. Parent involvement needs to be more meaningful.</p> <p>Dennis explains his experience when he was involved in mediation- the former administrator and current administrator were 'buddies' and biased in their opinion.</p> <p>Melanie says that she keeps the perception of fairness. Who can mediate or facilitate? Melanie explains her qualifications for both sides. She thinks perception is key! "You let people know that they can call you on it if they think there is a perception of bias or unfairness towards one side."</p> <p>Marybeth has been in that situation so she recused herself from a focus visit in Mountain Home. Ask the parties if there is anything that would prevent them from being neutral. It's not a bad thing to make sure.</p> <p>Melanie asks for disclosure of information of prior knowledge of a case. If so, she can find someone else.</p> <p>Training will include this.</p> <p>Jodi speaks on her experience of scariness of bias. As the process went on, she became more comfortable.</p> <p>Sarah spoke about how long it takes to reschedule if there is a conflict. What if there are problems that are affecting the child <u>now</u>? Melanie thinks the best option is to deal with it up front.</p> <p>Matt explains strategies for the future of SEAP to Melanie.</p> <p>Marybeth tells of how much she values what Melanie brings to the table. Communications is her background.</p> <p>Jodi asks about Melanie's vision for training.</p> <p>Melanie explains 'could be' scenarios. She is open to any suggestions, not set on any one option yet. She is not</p>	



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	familiar enough with the procedures yet. As long as we make it about the parent, the student, and/or the District, she will consider all options. She wants our department to be a leader in providing communication.	
Family Engagement (JJCMH) – Casey Moyer Dept of H&W	<p>Casey explains the proposed definition of family engagement. We have to learn the language of each other. <i>Priorities</i> should be the general framework of family engagement. To share communication is the core of what H&amp;W wants. Family and participants should be at the core. He discusses customer service for children’s mental health issues and the juvenile justice system. Principals want input and feedback on outcomes. We need to bridge the systems of family control; we need to document how we are flexible to encompass competencies. We would like feedback on how to pin down family engagement.</p> <p>Marybeth asks for a definition of what ‘family engagement’ is.</p> <p>Casey explains that families get to choose their support and providers. The family is steering the ship. They are setting treatment goals; we went more with goals of probation, community safety, and juvenile justice goals. The family should set the language of the goals so they feel more involved.</p> <p>Marybeth asks about what is involved.</p> <p>Casey says there are different levels of involvement. It is about maximizing the family feeling of being in charge. Their ideas and strategies are taken into consideration; using flexibility vs. steadfast rules to get the job done.</p> <p>The monitoring outcomes are to involve the families. The families help report so that they know what is working and what is not. It’s like consumer feedback.</p> <p>Casey wants to know how ‘partnering in funding’ is decided. We need to figure out who pays for which component, juvenile justice, mental health, federal money, grant funding, or whether the families should pay a percentage, on a sliding fee scale or a flat \$20.00 court fee.</p> <p>Sarah has some prescription questions. She talks about co pays and double coverage. Medicaid wants to pay for all of the prescriptions or none at all. She thinks it is weird that there isn’t a breakdown as with normal insurance.</p> <p>Casey does not have the Medicaid answers, but tries to explain a little bit about their efforts. He suggests that Sarah call the Medicaid office and be specific about the issue in question.</p>	

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	<p>Casey explains other ways of funding. How they are trying to use a collaborative approach, being proactive with parents. They address all levels of involvement, the strengths, as well as the risk factors, and how to take care of them.</p> <p>Marybeth would like to know what the general feeling of the education lens is. Are we missing anything or cutting anything short? We need more knowledge for a base and bring scenarios or models to look at, so that we can bring together the different entities. How do we make this Health &amp; Welfare plan work or incorporate it to be proactive? What does it mean when Juvenile Justice and children's mental health work together? Marybeth wants more answers for the bottom line.</p> <p>As a parent, Jodi brings up the question of how outcomes would be monitored. She thinks there are some good ideas, but wonders how it translates into practice</p> <p>Casey says that it starts at the organizational level but has to go on to find out how the individual agencies feel about it. He understands the concerns and will bring them back to his group.</p> <p>Matt asks how measurable the outcomes will be. There are so many struggles within systems. One system waits for another to respond before they commit. Sometimes we get so preoccupied with the problem that it is hard to come up with an answer.</p> <p>Casey points out that agency collaboration is explained in the Outcome Guidelines. He wants to build a bridge with our partners.</p> <p>Judy thinks that it is important to communicate the problem with clarity to the agencies. She appreciates the effort to get the families more engaged.</p> <p>Casey says that this is just a template to start with. The goal being to bring it into the agencies and apply it.</p> <p>SEAP is one of the test sites for this system. Not just for juvenile justice or mental health. Are we hitting the main veins? We want to be partnered with schools and special education.</p> <p>Matt says that it goes back to mediation with all parties to get the problems resolved. The perspective of the parties is part of if it will work or not.</p> <p>He states that there is a 78% compliance rate when there is a case plan in place &amp; families are involved and only 30% when the caseworker decides the outcome.</p>	

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	Casey says ownership involvement is key.	
<b>Lunch</b>		
General	<p>The team discusses efforts to pool resources and combine talents. SEAP goals are discussed for the rest of the year.</p> <p>Dennis is pleasantly surprised about the performance reviews and transitioning to higher education, but thinks we should also talk about behavioral health.</p> <p>Reasons for parental involvement should be discussed if there is an opportunity tomorrow or this afternoon.</p>	
Agency Reports – <b>Individual Representatives</b>	<p>Tom Falash from Adult Corrections is working on non-compliance issues and better usage of our resources. He would like to get some training and put a new program together. His hope is to have an RTI program by the first of the year. We need more understanding so we fit into that block and come into compliance. This can be overwhelming at times. Things get in the way, rules of the prison; it is a unique system. We do the best we can and if we are told that we cannot do it, we have no choice. We document the reasons in case of an audit. If I ask why, they tell me it's just how it is.</p> <p>Matt asks where the greatest opportunity for growth or change is.</p> <p>Tom says the best opportunity would be to educate the warden and the security there, to get the prisoners some help so that they can be a more effective part of society.</p> <p>Jodi asks how to get that word out.</p> <p>Tom says to educate the administration and be a buffer between the offender and the guard. Communication between all parties is key.</p> <p>Offenders want to save face so they will not voice the need for special services. He feels it is their job to convince the inmates to ask for help and accept it. They are under-staffed so it is hard to keep track of each individual inmate. They are transported somewhere else before we get a program in place. Locating records, eligibility, etc. takes time so the inmate is leery of our offer of help. They are scared or embarrassed to talk to us. We do the best we can with the facilities and staff that we have. We are trying to make a cultural change for the inmate so they do not fall into the same destructive patterns.</p> <p>We issue around 500 GED certificates a year. That is pretty good, a better success rate than some schools. We are working on a shoestring budget, trying to keep our programs intact. We only have 40 or 50 teachers statewide for over</p>	

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	<p>7000 inmates.</p> <p>Tom invites everyone out to tour the prison. He would like to do a 'focus visit' at the prison. He says to come out anytime and take a tour of the schools at the prison; just call Tom.</p> <p>The prison offers heavy equipment operator programs, vocational rehabilitation technical programs, fire fighter programs, construction classes. We have opened a recycling center to cut down on costs.</p> <p>We are "green"; we have put in a community garden, harvesting about 90,000 lbs of food for the food bank. We do many productive things for the community that are not publicized.</p> <p>We usually have zero discipline problems due to the nature of our business. We work with other agencies to get services to inmates.</p> <p>Casey Moyer reports on how behavioral health services are rendered. Health &amp; Welfare is a huge agency with many programs. We have a transformation work group that is moving along informally, trying to wrap up in October, but will ask for extension into next year. He wants more control over mental health resources. Drug policy may be transformed into behavioral health transformations. The committee of department heads that manage the money is going away. Details are slow in coming.</p> <p>Casey is soliciting feedback in transforming the programs. One change is HUBS. There are seven regions now that have three HUBS. Now the regional heads report to the administrator, but we are restructuring that chain of command. HUB will have a little more authority to implement programs, while the regional heads will help with quality control.</p> <p>Our substance abuse budget is large but the need is huge. Mostly it is court ordered inmates who are receiving services, but we need more substance abuse programs for the public.</p> <p>Please continue to provide input to keep us heading in the right direction. You can access our website through the Department of Health &amp; Welfare. We have an intentional purpose for behavioral instead of reactive direction.</p> <p>Jacque said that Matt McCarter is on the committee. She used to be frustrated with this committee because nothing was ever accomplished. They would start and stop, begin again and stop. She said that Matt showed her the website and she says it looks like it may go somewhere. It is a bit more encouraging.</p>	

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	<p>Casey says that an outside individual, who is appointed, will offer the service. They will be pushing the department to implement the changes. The link to this website is <a href="http://www.samhsa.gov">http://www.samhsa.gov</a>. This group is moving aggressively to transform the system.</p> <p>Jacque thinks that one thing SEAP could do is to have Matt put together a letter with information and links. We could provide more information on this.</p> <p>Casey points out that there is a PowerPoint on the website and there is an area to submit comments and suggestions. He would like to see behavioral health become stronger.</p> <p>Jodi wonders what prompted this group.</p> <p>Casey thinks it comes down to budget concerns when dealing with mental health and substance abuse issues. The outcomes are not improving; so where is our progress? This was before his time so he would like to be able to understand it better.</p> <p>Jacque says there were some lawsuits and other things that came up. The money to settle these lawsuits came out of one of those grants. They were told that this program should be overhauled. The outline is a hybrid, getting local decisions, taking it back so it is local; pointing out that Medicaid has a huge part in it, as well as local resources.</p> <p>Ross Edmunds accepted the Bureau Chief position for behavioral health; and the Children's Mental Health department is very pleased. He is very well informed from being in the trenches. He actually used to be on this committee.</p>	<p>Ask Matt McCarter to put together a letter with information and links about HUBS committee. We could provide more information on this.</p>
<p>ICDD Council Discussions – <b>Amanda Holloway</b></p>	<p>Amanda passed the discussion over to Ron Enright, her colleague.</p> <p>Ron Enright – used to work for Health &amp; Welfare. He is familiar with the process Casey described and feels that the process has come full circle. Ron says that Ross Edmunds will do well in his new position of Bureau Chief. He is on the Strategic Planning Council and wonders what is happening with mental health?</p> <p>Amanda says that they are in the fourth year of a five-year strategic plan. The new plan will go from 2012 to 2016. They collect information, in January they will present the information to the council, go back and draft a plan, come back to council to refine the final product. They have asked for public comment before August 15, when the new plan will go out. She asks for questions on specific issues that we can identify today as helping special ed kids.</p> <p>Jacque is member of the council and a representative.</p>	

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	<p>Judy has worked in SpEd for 35 years. She says that it was helpful when there was a support system in the classroom. Funding is a major issue. Perception of special education students is a barrier to acceptance.</p> <p>Jacque thinks the current structure is helpful in aligning students, with mental health issues, with their ability to be productive. Awareness and knowledge of special education is a benefit to the special education students. She is planning on keeping up continuous discussion for more knowledge.</p> <p>Federal programs are working on a universal design for general education training. It is important for special education teachers to realize that special education kids should be involved with other kids. Training and experiences are the barriers to understanding.</p> <p>Jodi has issues relating to what the kids are getting in the resource room versus the classroom. She feels that competent, compassionate teachers are important. She just does not have the time to express this sufficiently. How can the council reduce the impact of, or eliminate these barriers? Capacity builders help to do that.</p> <p>Casey admits he is not an educator, but thinks the approach or the style of educating these kiddos is important. Don't put someone in a box, he realizes that you need to for funding, but don't want the kids to feel it. He wonders how to take the stigma out of a diagnosis of mental issues. While you need the difference for funding, put the emphasis on not being label driven but promoting an integrated access model.</p> <p>Jodi sees the need for educating the administrators about the issue.</p> <p>Dennis from Idaho Virtual Academy has the student flexibility of learning style rather than structured teaching.</p> <p>Idaho State did a stigma study and found that quite a bit of stigma is still attached to developmental disabilities. (They put out commercials, and then asked the public what their reactions to them were.) People should write to their Legislators and get their opinions out.</p> <p>Sarah thinks to help reduce any stigma would be to help with job placement. The more you see different types of people out in public, the more it seems the norm.</p> <p>Ron says that five cities give transition opportunities to students to experience a job. It has been successful.</p> <p>Judy wonders about Ron's connection to teacher preparation programs. She thinks it would be good to promote that connection.</p> <p>Jacque would like to see a group appointed to identify</p>	

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	<p>families that would be willing to have student teachers come into their homes to experience their life. This gives them a purposeful connection to reflect on.</p> <p>Jodi was invited to share her experiences with student teachers. To help them understand her perspective of home-life and dealing with kids with disabilities.</p>	
<b>Break</b>		
<b>Restraint &amp; Seclusion Rules-</b> <b>Matt Hyde</b>	<p>The first five pages of handouts provided by Matt are the proposed rules.</p> <p>Matt had talked to Marcia about Title 1 and federal mandates.</p> <p>The group discussed Idaho's proposals starting from page B-6. Matt tells us there is some movement in the Senate on these proposals. He explains the process of coming up with these rules, the different groups, IPULL included, that helped. The 'task force' has received some negative feedback, mostly related to funding.</p> <p>PBIS training - There will be some financial ramifications but this training is imperative. This is not just about special education; this relates back to general education as well.</p> <p>Joan has drawn up a draft to help to dispel some myths about the huge cost association of this proposal. Many people are misreading things, interpretations are not accurate. Calls from the Idaho Association of School Administrators, State School Board Association would help to open dialog regarding restraints, then we could have discussions in the schools.</p> <p>There are great concerns of the financial aspect but there is some support as well. This is a critical time to be discussing and seriously considering this. The public can make comments on our website...Matt encourages discussion.</p> <p>Matt talks about how important the safety of the environment of our students is.</p> <p>The federal proposal versus our state proposal.</p> <p>Sarah used to get email from an advocacy group asking parents to talk to legislators urging them not to pass the federal plan. She looked it up and she is appalled and wants Matt to know this is out there. It states, "That this cannot be written in an IEP." Those words are not included in the Idaho draft.</p> <p>Jacque said that the thinking behind that wording was that they were trying to broaden it beyond just special education students. That is the most discussed issue in the proposal. That is why we chose not to include it in the Idaho plan.</p> <p>Matt thinks that it seems like a way around not being just for</p>	

<b>Subject</b>	<b>Discussion</b>	<b>Follow-up</b>
	<p>special ed students. General education parents are less aware of these things. That some things can be used against their child, however federal rules will trump state rules.</p> <p>Judy asks if we're talking about being trained once or becoming 'certified', because she thinks being trained once isn't enough.</p> <p>Matt admits there are some slightly vague areas. Do we need to address every single scenario? For instance, would you cut off power to an electric scooter if the student were running into others as referenced on page B-6.? Or if a trained person is not available, in an emergency, can someone else take care of an issue, for instance if a child is running into the road, you cannot wait to find a trained person; you need to get that child safe immediately. You will find this referenced on page B-7.</p> <p>Jacque says that there will be some revisions to this to make it clearer.</p> <p>Jodi asked if the panel could comment as a group.</p> <p>Jacque said no, because the panel is not a lobbying group. She said that Jodi could comment as an individual. She thinks that a definition of what is appropriate commentary as a panel should be spelled out more clearly in the manual.</p> <p>Jodi asked if legislation pieces are the only parts they cannot comment on as a panel.</p> <p>Jacque believes that is correct.</p> <p>Casey said in Health &amp; Welfare, they can express concern on behalf of their constituents, but cannot offer a remedy. It's in an advisory role, rather than in an advocacy role.</p> <p>Sarah asks if handcuffs are going to be allowed in Idaho schools as referenced on page B-4. Resource officers have to be a law enforcement officer, lay people cannot. Resource officers are not District employees, they are usually from the Sheriff's office.</p> <p>Jacque believes it is important that the positive behavior support piece be actively advocated.</p> <p>Judy says it would be a good thing if teachers were identified as needing more training.</p>	
SLD Implementation <b>Jacque Hyatt</b>	Jacque would like to go over the SLD implementations at tomorrow's session.	
<b>Adjourn</b>		



**SEAP Meeting**  
**J.R. Williams Building - Boise**  
**September 22, 2010**

**Minutes**

<b>Panel</b>	All Panel Meeting	<b>Date</b>	September 22, 2010
<b>Chair</b>	Jodi Schilling	<b>Recorder</b>	Kim Reader

Voting Members – (present at meeting X, absent at meeting left blank)							
X	Bruce Christopherson	X	Casey Moyer	X	Glenda Rohrbach	X	Dennis Toney
X	Tom Falash	X	Sarah Noble	X	Jodi Schilling		
X	Amanda Holloway	X	Judy Randleman		Karen Seay		

Non-Voting Members – (present at meeting X, absent at meeting left blank) Guests – (presenter at meeting P)							
X	Jacque Hyatt	X	Matt Hyde	X	Kim Reader	P	Jean Taylor
P	Shannon Dunstan	X	Marybeth Flachbart	P	Janice Carson		

<b>Subject</b>	<b>Discussion</b>	<b>Follow-up</b>
Reminder of purpose of panel – <b>Executive Committee</b>	<p>Jodi welcomes everyone back.</p> <p>She would like to set a purpose, make a link of what SEAP does with the broad picture, and make sure that we take action, not just talk about it. She shares workbook binders with members.</p> <p>One major responsibility is to submit a report by July 1 on what we have accomplished during the year. We are supposed to be advising the Department of Education of that. We are going to change the structure of the meetings a little, so that there is more organization with what we accomplish.</p> <p>Dennis wondered about the change in the number of times that the panel meets per year. We met at least four times this year instead of two or three.</p> <p>Jodi talked about doing an online meeting instead of a physical meeting.</p> <p>What is our role as an advisor versus an advocate? She wants to show what our responsibilities are as a panel.</p> <p>She would like to see clarification of reports, ways of getting public comment and input (Judy suggests making sure that contact information is somewhere other than just on the brochure), how to increase membership on the panel, the newsletters are too long and boring, how to make them more appealing because no one reads them.</p> <p>Parents should be more involved in the panel but they do not</p>	<p>Work getting the word out to parents to become more involved. Get critical information on the webpage.</p> <p>Need to keep website updated, public awareness, and membership</p>

Subject	Discussion	Follow-up
	<p>seem interested.  More discussion on what we advise on, (unmet needs, coordination of services).  Tom says the manual is a good operating plan.  There are panel positions that need to be filled, but the word needs to get out...maybe in the newsletter or by personal invitation. Judy would like to see broader representation from around the state. Sarah would like to see some people with disabilities on the panel so we can get their input.</p> <p>Jodi shows a 'You tube' video called "Raising Small Souls" which is an inspiring perspective on education.  <a href="http://www.raisingmallsouls.com">www.raisingmallsouls.com</a> . It shows the overall goal as education all the way from the cradle to a career.</p> <p>We need clarification on how we should make our comments public about rule changes and proposed rule changes.  Sarah asks if we should put a link on the website about the ability to read about, and comment on, these issues.  Matt says there is an opportunity to put the word out through Superintendent Luna, the panel, and the school board</p>	
Layout of 2010 -2011 Panel – <b>Jodi Schilling</b>	<p>Jodi talks about all that we accomplished yesterday.  Tom talks about data collection.</p> <ol style="list-style-type: none"> <li>1.) Dispute Resolution Report – annual</li> <li>2.) Statewide System of Support- jawbreaker – core of school improvement</li> <li>3.) School Improvement - Coordination of Title 1 and IDEA, IEP and Migrant - annual</li> </ol> <p>160 School Safety Rule - Proposal on Restraint &amp; Seclusion – this is on the 'watch list'- we cannot comment on it yet. We have to wait until it is in its final form.  Matt says they are interested to see what kind of feedback comes back from the public on this proposal. He thinks we may have an opportunity to make recommendations on it.  Casey tells of the difference between advocacy and recommendations, how to voice our concerns. The message can be the same; we just need to phrase it differently.  After his experience with the Council for Developmental Disabilities giving input to their 5-year plan, Casey thinks we should rephrase it to 'focus group participation' to be more successful.  We will address more of our advising role in the December meeting. In order to advise someone you need to be fully informed. General education should be made more aware of</p>	

Subject	Discussion	Follow-up
	<p>special education. Members gave Casey input on JJCMH family engagement definition.</p>	
<p>Purpose and use of Workgroup – <b>Jodi Schilling</b></p>	<p>Jodi thinks we should divide-up the needs that we identified yesterday, and work on those in groups. Judy had question on exactly what we will work on. Tom explained the major issues.</p> <p>Tom and Judy – Membership recruitment - It is good to have a mix of old and new members. It makes a better panel.</p> <p>Matt, Bruce, and Jodi - Update website - They will look at what was on the website in past and decide what needs to be changed. Keeping agendas and minutes updated for SEAP meetings should be important! Maybe we should have a conference call before our actual meetings to discuss previous minutes and new agenda. Casey says that the meetings are supposed to be held around the state for access availability, he would like to see that happen.</p> <p>Sarah, Jodi, and Dennis – Public awareness – They want to know what our source of information will be for the website. Jodi brings up housekeeping issues for the website. They point out that there needs to be an update to the contact information for the panel. Information should be current. Casey thinks we should have copies by the end of the day. They discuss other website updates.</p> <p>Matt is going to draft a letter to the school board regarding restraint and seclusion by end of October. Casey thinks it should go through technical advising and AG's office to make sure it the wording is correct and that it aligns with the law, etc. Matt will do that. He says that funding is the biggest concern on restraint and seclusion rules. Casey asks if there is a fiscal impact statement published. Matt said that there was not and explained why. We will discuss the restraint and seclusion issue more thoroughly later.</p>	<p>Update contact information for panel members.</p>
<b>Break</b>		
<p>Restraint and Seclusion discussion</p>	<p>Sarah thinks we should decide on what we are going to say publicly now. Say something like “This is where we stand”. Jodi opens discussion. Where do we stand on this issue? Sarah wants to appoint Casey as the one to write the letter. Matt heads up the discussion on Restraint and Seclusion. He suggests that we go through each item systematically</p>	

Subject	Discussion	Follow-up
	<p>and discuss it.</p> <p>People take it as any restraint and seclusion being prohibited, except what is listed-It was clear the legislature did not read the proposal correctly. We need to clarify the definitions of restraint and seclusion.</p> <p>Dennis comments on thinking that if someone is going to do something to you, you have the right to defend yourself.</p> <p>However, it needs to be age appropriate; rather than lumping action against a second grader in the same group as a high school child.</p> <p>Matt says that that opens an entirely new ‘can of worms’.</p> <p>Some young children do have the ability to hurt an adult.</p> <p>Dennis talks of tazing a 7 year old.</p> <p>Matt says that becomes a law enforcement issue.</p> <p>Sarah says that comes under training; she said her training focused on ‘no touching at all’.</p> <p>Judy talks of more aggression in schools now.</p> <p>Casey thinks there should be more bridging on definitions and the specific aspects of funding and federal ideas of restraint.</p> <p>There is opportunity to align with federal parity and fiscal issues. This needs to be resolved. The idea is promising but needs to be more specific.</p> <p>Judy wonders about private schools; are they excluded from funding, what about public school kids placed in another agency? If the school district is paying, then the private agency is a contractor. If Health &amp; Welfare is paying, then the private agency is considered a private school. It all comes down to who is paying. Judy doesn’t approve of restraints but is worried about dangerous students. Intervention should be in place with uncontrollable students.</p> <p>Casey asks when and how often to use intervention. He is concerned that clinical settings are not covered in this proposal. Everything really ties to funding and he wonders how that will apply to this law. (He wonders about adding a clause stating that clinical inpatient treatment could be exempt.)</p> <p>He says the wording of the proposal needs to be looked at, public agencies versus private entities, residential treatment, or public school. Will this only apply to students in the educational setting? Who exactly is exempt?</p> <p>Matt agrees. How does this law affect clinical settings?</p> <p>Dennis asks about adding a property damage clause.</p> <p>Sarah comments on the property damage aspect that she learned from her training. If it is not an emergency or bodily</p>	

Subject	Discussion	Follow-up
	<p>harm, ('computers can be replaced'), you should back off and let them vent. If no one is getting hurt, then you should leave him or her alone, hands off. You should evacuate the other students and observe from outside the classroom. The thinking is that property is not as important as public safety. Matt asks if there is anything else of concern. Tom says to try to push the proposal through. Casey says that federal law is going to trump state law anyway.</p>	
<p>Select Workgroups – <b>Workgroup</b></p>	<p>Tom, Judy – Membership recruitment Matt, Bruce, Jodi Update website Sarah, Jodi, Dennis – Public awareness Amanda will join membership recruitment</p>	
<p>Medicaid Redesign/Rules – <b>Shannon Dunstan</b></p>	<p>Matt introduces Shannon Dunstan. Shannon asks questions of each member to find out about them and tells of her experience and role at SDE. She explains what she is working on, and what her vision for her position is. She is trying to create a seamless process for toddlers to transition into continuing their education and receive services. She is hoping to revise the SPED manual to include early childhood standards, what is best practice?</p> <p>Medicaid changes are currently in the comment period that ends today. How any changes will affect the schools, how they are utilizing the rules. Developmental therapy will not be available in the new plan, but speech pathology, occupational therapy, and physical therapy will be. They need to educate themselves on the rules. These include a 'no para-professional' clause; any therapy needs to be done by a licensed therapist. The next step will be to go to legislature for adaptation. Casey asks if there is a temporary rule in place. Shannon said no. She encourages schools to be informed on how these rules will affect their school. She explains the reason for the proposed changes Medicaid is always evolving, trying to meet the needs of everyone. Parents want to be more involved; respite is huge for parents, they have very little support as it is now. They need workgroups, rehabilitative services, family support, and collaborative services. Funds are aligned to prohibit state money from being used to offer this array of services without a waiver. We want more flexibility in using state money to provide for the needs of parents and their children. We want a</p>	

Subject	Discussion	Follow-up
	<p>state plan for monies to be matched federally. We want to keep that match under the waiver amount. This is very complex and changing this rule is not easy. Meeting people's needs are so individualistic, but everyone wants to use the money. We want to meet the needs of parents that are struggling. She is not sure that the redesign really looks at how schools are using the money.</p> <p>Shannon is not making a value judgment; she just wants people informed so they can make good decisions. Changing how to access this money based on eligibility requirements.</p> <p>Shannon explains that by 2012, the phasing out of agency access to all developmental therapy, as we traditionally know it, will make access completely different! Traditionally, the use of developmental therapies is by qualifying for that service, inside or outside, and is to work on learning behaviors, mobility, etc.</p> <p>Seven skill sets should be included. Ambulation issues, communication, behavior issues are just a few. We need to teach others how to fix these skills. We would not be able to use teachers and bill Medicaid; we have to have a licensed therapist to meet these needs instead of creating programs for each child in the school. There will be a change in billing based on medical structure. Currently, developmental therapy has to tie to a goal.</p> <p>Judy wants to know if whoever came up with list was aware of what they were giving up.</p> <p>That is why Shannon is stressing how important it is to become educated. Some people understand the impact this will have on education and some do not. That is why they make a public comment section available.</p> <p>Casey asks about the IBI impact; will it be transportable across state lines, it currently is not. He would like to see the redesign allow for training that is transportable. Personally, Casey thinks it is a good move to legitimize it and make it possible to get into the classes needed. Putting the training on a university level makes it more possible to become core certified. PSR and developmental therapy come out of two different pots of money because they are different.</p> <p>Jodi explains a typical day for her child, and she feels they do not meet her needs. She has been on a wait list for IBI for 2 years, but providers are hard to come by. After school, they transport her child to a center for her developmental therapy. They have a high turnover; the treatment is not reliable. She</p>	

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	<p>just gets used to one person, and they change. She also has a problem accessing respite care.</p> <p>Shannon tells her that it all depends on where you live in the state, for many different reasons, there are three different plans.</p> <p>Casey says we need IBI and respite but the criterion has to be more flexible. We are not meeting student's needs. IBI requirements will be going to associates degree level. The scarcity of resources drives a lot of things and they have to keep it scarce.</p> <p>Dennis asks what is going to happen when Obama care goes into effect.</p> <p>Shannon does not know and doesn't want to go there right now. She is very knowledgeable on Medicare but has no idea how the new program will effect it.</p> <p>Casey brings up that SAMSA is holding public webinars on drug policy and mental health. Health care reform is a scary term.</p> <p>Jodi asks about public comment ending today. Was there an effort to get that information out so that people had time to post comments?</p> <p>Shannon says that the day she found out, she sent the rules and regulations to every director in the state and sent out public notice on hearing. She did what she could on her end to get the word out; she does not know what the schools did.</p> <p>Sarah got some letters from Medicaid but nothing about this.</p> <p>Jodi has several resources that she should have heard from and she never heard about this.</p> <p>Shannon wonders if Sarah could be confusing MOLINA with the new rules? Suggests she go to the Health &amp; Welfare website; children's services will give her all the rules and regulations or she can contact the legislature, read the public comments. Shannon personally thinks there are some good things, but it will be vastly different, and some people won't understand it.</p> <p>Sarah asks about who is covered under respite care.</p> <p>Shannon explains that respite care is modeled after self-directed waiver; it is your responsibility to check if the person has a driver's license and if there needs to be a background check.</p> <p>Casey asks if there will be some guidance on resources to do background checks, etc.</p> <p>There is no plan in place now to help with this. They do have a registry and training at Health &amp; Welfare. Shannon says that</p>	

Subject	Discussion	Follow-up
	<p>the department puts things in place and implementation comes much later.</p> <p>Sarah sees so much wasting of funds. Sees some good being done, but some ideas that are not put to good use.</p> <p>Judy sees respite options as a good thing if you are a conscientious consumer, but there are too many that take advantage of the system.</p> <p>Shannon sees some people that use it the way it is intended, but also sees some that are in such crisis, they turn the care over to anyone that will 'get the job done'. She would like to see resource fairs or transition fairs on services available, so families don't have to be in crisis before getting services.</p> <p>Matt's goal for this section of the meeting was to have people ask questions about this program, get the word out and it has done that. He encourages people to use what they heard to dig deeper into this.</p> <p>Shannon reminds us that this is not into law yet, so it is good to have this opportunity to watch the Legislature to see what comes out of Health &amp; Welfare</p> <p>Matt acknowledges that Shannon has brought with her a wealth of information and experience and we are lucky to have her.</p> <p>Dennis is glad that she would admit when she didn't know an answer to something because it is not better to be fed half fiction and half facts.</p> <p>Shannon believes that knowledge is power, so she encourages digging for information.</p> <p>Glenda asks who can address advocacy services for students. Shannon said that since this is federally funded, there is a priority list, but anyone can make a referral. They will then see if it's in their grant service, tell you yes or no and direct you where to go.</p> <p>Glenda says that everyone she talks to passes her off to someone else. Everyone turned her down for her referral for something she thought was very wrong.</p> <p>Shannon tells her that there are attorneys to address your issues if advocacy groups are not meeting your needs.</p>	
<b>Lunch</b>		
Workgroups Report out	<p>Amanda joins us.</p> <p>Jodi -We will just break into our groups and work on our goals; see what we need to do and set a timeline.</p> <p>Matt suggests we loosely set out and identify our weaknesses,</p>	



Subject	Discussion	Follow-up
	<p>what we need to do, set a timeline and report back in our December meeting. We will see where we stand then.</p> <p>There is some concern because this is the smallest number of members in attendance.</p> <p>Matt will identify the roles and see where we are missing out on accomplishing our goals. Some goals are mandated by IDEA and some just need clarification on guidelines to use. He says that 51% attendance of the panel is required to make decisions. There is some concern that we are out of compliance.</p> <p>Matt asks Casey if he would like to summarize the recommendations for the letter to the State Board on the restrains and seclusions that bullet point our concerns. He will take the letter back to the group that put this together. We have some valid points; he will ask them to give us some guidance on how to word our recommendations.</p> <p>Amanda will join membership committee since it only has two members.</p> <p>Groups broke out to discuss plans and ideas. They are making progress on ideas and setting timelines.</p> <p>Jodi's group is going to make a Facebook page by December. They will have a window to the SpEd system in Idaho that will be our message to public awareness. They will draft a list of contacts and agencies to contact.</p> <p>Tom asks about putting something on the back of the 40 page letter. Sarah will add that to her list.</p> <p>Matt's group wonders who we are targeting in terms of the web page. They think that the website is not very useful to the general public. Our target should be the Stakeholders. The current website has outdated information and they want to make it more user-friendly. There should be links for parents, educators, administrators, and agencies; it should indicate changes in Medicaid issues, post when the newsletter goes out and list more useful information. There are documents that should be made available.</p> <p>Tom's group has identified about seven more people to recruit. They will figure out how to network so that the stakeholders will be more spread out. There should be more agencies added and represented; reflective of the secondary</p>	

Subject	Discussion	Follow-up
	<p>transitional team that they have.</p> <p>Jodi brings up training seminars. A panel member has to attend at least two meetings before they can go. One would have to apply to go to the Colorado meeting. All but two members on the committee are from southwest Idaho. Judy thinks it is a reasonable expense to have members reimbursed for meetings only for lost wages. Sarah would have a problem getting reimbursement since she is technically a teacher in Washington. Amanda says there is something in place for that scenario. Matt will have to do some digging to find that statute. Judy says that information should be available before contacting new potential members for the panel.</p> <p>Casey is working hard on the wording for the letter to the Board.</p>	
<p>Annual Performance Plan and SEAP – <b>Jean Taylor</b></p>	<p>Jean Taylor explains that the State Performance Plan is outlined in IDEA. We are in the last year of a six-year plan. The purpose of a performance plan is to improve results in education. She shows a PowerPoint where indicators are outlined; she explains what each one means.</p> <p>Disproportionality, FAPE in LRE, effective supervision, early childhood results, and outcomes for students with disabilities, Some services that are offered but parents may not use, over- or under-representation of any ethnic group, inappropriate reasons to place child in special education, language barriers, types of disabilities, compliance and performance indicators. We focus more on indicators 11, through 15, making sure all pieces are in place for success. The last four indicators refer only to Idaho. Dispute resolution data, mediations data, timely and accurate data; it all trickles down from the Districts. Jean shows results from the report, graduates, dropouts, percentages.</p> <p>Sarah asks if it takes into account the age of the student. We were down this year from last year and we have to explain and give a plan to improve.</p> <p>Feds wanted something. Jean told them we didn't have it, they proved we did, This is a fairly new process, our IT dept had a huge turnover and we had a problem with how data went in and was reported. Numbers didn't match, columns off we are working hard to correct the process and the problems with the data.</p> <p>Improvement activities. Have to report on what we have done and the status of the activities. If you can think of anything</p>	

Subject	Discussion	Follow-up
	<p>that can help improve test scores, we can do differently to improve, we will consider it when we write these indicators. If you have an interest, we would like to hear any ideas. Not much to help that is specific to spec ed, need improvement plans focused on research based strategies to integrate spec ed. Dropout rate, graduation rates, and improvement progress. Our data may not be accurate. We will feel more confident in the coming years. Adding new activities that we think will make a difference and why. Our goal is 98% participation for ISAT and ISAT ALT testing. Some kids are just not capable; some are significantly impaired so are unable to take test. Reading scores improve as kid gets older, math goes down in spec ed kids. This is for continuously enrolled students, not available quite yet.</p> <p>Suspensions and expulsions rate is very low compared to other states. Disproportionality in this is tracked as well. Least restrictive environment for spec ed kids so that they are able to be in with other kids their age.</p> <p>Most restrictive environments, hospitals, homebound, separate schools, residential facilities Improve faster than other ages. Social, language, literacy skills, behaviors. Parent involvement is something we want to include. Matt will be writing this indicator. Our baseline is low because they set the bar really high with the reasoning that it will be easier to show improvement. Our pilot online survey didn't work very well; we need to do some work on that.</p> <p>We expect the percentages of total enrollment to be comparable to overall enrollment of races. Problem with overrepresentation in 4 districts. Look at policies , practices, and procedures and notify them to put a plan in place to correct. 98% on timeliness after evaluations; have to have an IEP put in place within 60 days.</p> <p>Early childhood outcomes 98% compliance.</p> <p>Problem with some families moving and not notifying schools so that they can be counted for measurements.</p> <p>Goals are measured by transition assessments, appropriate assessments. Transition services need to be in place to help them succeed. Evidence of invitation to be part of transition meeting, outside agencies (voc ad), parents. It's their plan for success. Feds give determination, we have to give districts. If we don't meet requirements, we</p> <p>Correction of noncompliance – we need to send notice and they have 365 days to correct or sanctions kick in. We have a system in place to track this.</p> <p>Our dispute resolution system is strong. Timely and accurate</p>	

Subject	Discussion	Follow-up
	reports for the feds. If there are significant changes in numbers, we have to explain. Definitions of disability change, etc.	
<b>Break</b>		
General Supervision Compliance – <b>Janice Carson</b>	<p>Janice is going to talk about compliance indicators.</p> <p>When the kids from infant program go on to the next level, they need to have an IEP in place, and then they have to have a new IEP in place before high school.</p> <p>Indicator 15 is Janice's 'baby'. Indicators 12, 13, and 14, trickle down to 15. If there is non-compliance issue, each child has to be taken care of.</p> <p>We go in a five-year cycle. There are certain activities that the districts have to complete each year. The information explaining this is on the ITC website. There are questions asked each year from each district, but file reviews are treated differently.</p> <p>As for files reviews: year one is self assessment monitoring, we look at 10% of their files (SAM) making sure they are doing their files correctly. This is a general review for all students, and then we do a specialized one depending on age. For child count verification at years 2, 3 &amp; 4, we only ask for 1% of their files.</p> <p>We have a checklist of improvement questions. Each district enters the information for each student.</p> <p>There are progress reports, so that they know where the teachers need to improve. Janice sends notices on areas that need improvement.</p> <p>We monitor and make sure the files are reported correctly for federal data collection. Compliance issues are critical for federal funding. The process is in place, it is working in Idaho. We are seeing major improvement in the blueprint of monitoring.</p> <p>A critical component of monitoring is the performance piece, which Jacque will now talk about.</p>	
Performance - <b>Jacque Hyatt</b>	<p>Statewide System of Support is targeting the performance of children with disabilities. When we make recommendations, we are not looking at the compliance pieces we look at overall performance. We look at effective practices, at how districts are responding to our monitoring, if intervention is working or not. Sometimes kids are going into a resource room but are only getting tutoring, not special education services.</p> <p>Compliance paperwork is important but we need to make sure that the students are receiving services. We need to get our voices together for compliance issues.</p> <p>Everything is located on ITC website. There are forms,</p>	

Subject	Discussion	Follow-up
	<p>calendars, etc.</p> <p>Each school uses new criteria for review training. We will work with a group of peer reviewers, (nominated by special ed directors), to improve their skills.</p> <p>Test scores are all over the board. People may not have the link with what is going on in the special ed classroom, as well as the general ed classroom. They may not understand how we are looking at the results, how the psychological process works, how to serve kids, how the transitional process works. We want them connected at the core of the grade level that they are supposed to be. We are moving forward, w will create changes across the board, not just for special ed kids. Jodi thinks they have a good handle on the SLD.</p> <p>Sarah wonders if we look at same file if you find non-compliance.</p> <p>Jacque says that we do.</p> <p>Sarah asks how the files are chosen.</p> <p>Jacque tells her that we have a purpose on how we choose; a girl and a boy, different ages, different disabilities.</p>	
	Jodi would like to try to send out the agenda for our meetings a week ahead of time.	
Next year's meeting dates	<b>NEXT MEETING</b> Feb. 16 & 17 April 13 & 14, 2011	
<b>Adjourn 3:30</b>		